

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



آموزش به سبک بزرگسالی

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Remember...

**Behavior doesn't STAY changed
until you have shown the VALUE
of the change to the individual...!**



Adult Learners

What motivates adult learners?

- Perceived need**
- Economic need**
- Social factors**
- Negative factors**

Assumptions about Adult Learners

1. **Adults need to know why, what, and how they will learn**
2. Adults need to learn experientially
3. **Adults approach learning as problem-solving**
4. Adults learn best when the topic is of immediate value
5. **Adults view learning as an active process in the construction of meaning**



Characteristics of Adult Learners

& **Autonomous and Self-directing**

& **Experience becomes foundation and resource in learning**

& **Readiness to learn oriented to developmental tasks of social roles**

& **Need to see immediate application of knowledge**



- ⌘ are goal-oriented and opportunity driven
- ⌘ Internal motivators
- ⌘ Use their experience to help out their learning
- ⌘ Learn best in informal, pleasant environments



Are relevancy-oriented

Are practical

Need to be shown respect



Adult learners are autonomous and self-directed

Implications:

- **Involve participants**
- **Serve as facilitator**
- **Determine interests of learners**



Adult learners have a foundation of life experiences and knowledge

Implications:

- **Recognize expertise of participants**
- **Encourage participants to share their experiences and knowledge**



Adult learners are goal-oriented

Implications:

- **Be organized**
- **Have clear objectives**



Adult learners are relevancy-oriented

Implication:

- **Explain how training objectives relate to training activities**



Adult learners are practical

Implication:

- **Show relevance of training to job**

Adult learners need to be respected

Implications:

- Acknowledge the wealth of knowledge and experiences the participants bring to the training
- Treat the participants as **equals** rather than subordinates



Who is Your Target Audience?¹⁵

- Superiors
- Equals
- Subordinates
- Knowledgeable
- Others

Characteristics of Learners

ADULT LEARNERS

Problem-centered

Results-oriented

Self-directed

**Often skeptical about
new information**

Seek relevancy

**Accepts responsibility
for own learning**

YOUTH LEARNERS

Subject-oriented

Future-oriented

**Often depend on
adults for direction**

More accepting

**Often train for
unclear future**

**Often dependent on
others**

Adults vs. Children

Children

- Others decide importance
- Accept info at face value
- Expect long-term use
- Little / no experience
- Content centered
- Less actively involved
- Authority oriented

Adults

- They decide importance
- Validate info vs. beliefs
- Info immediately useful
- Much experience
- Problem centered
- Actively participate
- Want collaboration

LEARNING MODELS

- **Pedagogy:** "art and science of teaching and facilitating the learning of **children**"
- **Androgogy:** "art and science of teaching and facilitating the learning of **adult**"
- “The Modern Practice of *Adult Education*: From Pedagogy to Andragogy” that adults learn best when they take ***responsibility*** for their own learning

Androgogy

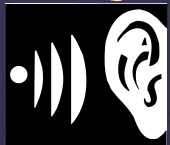
Five statements summarize **Knowles' theory**:

- Adults need to understand and accept the reason for learning a specific skill
- Experience (including error) provides the basis for learning activities
- Adults need to be involved in both the planning and evaluation of their learning
- Adult learning is problem-centered rather than content-oriented
- Most adults are interested in learning what has immediate relevance to their professional and social live

How we Learn-Auditory, Visual, Kinesthetic

We learn:

- 1% through taste
- 1.5% through touch
- 3.5% through smell
- 11% through hearing
- 83% through sight



We Remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of what we say as we act



Correlation Between Learning and the Senses

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Percent of Learning

Sense

80%

Sight

10%

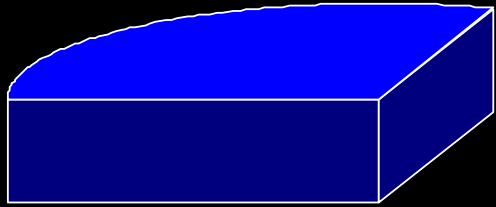
Hearing

5%

Touch

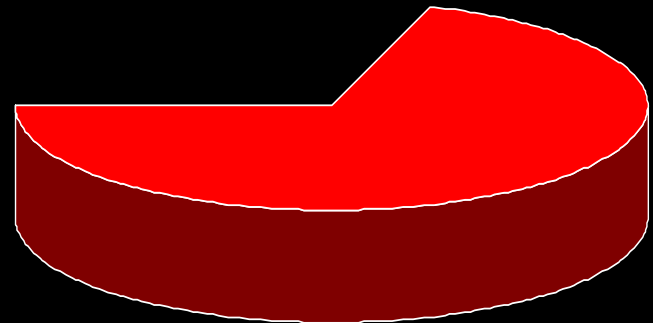
5%

Smell / Touch



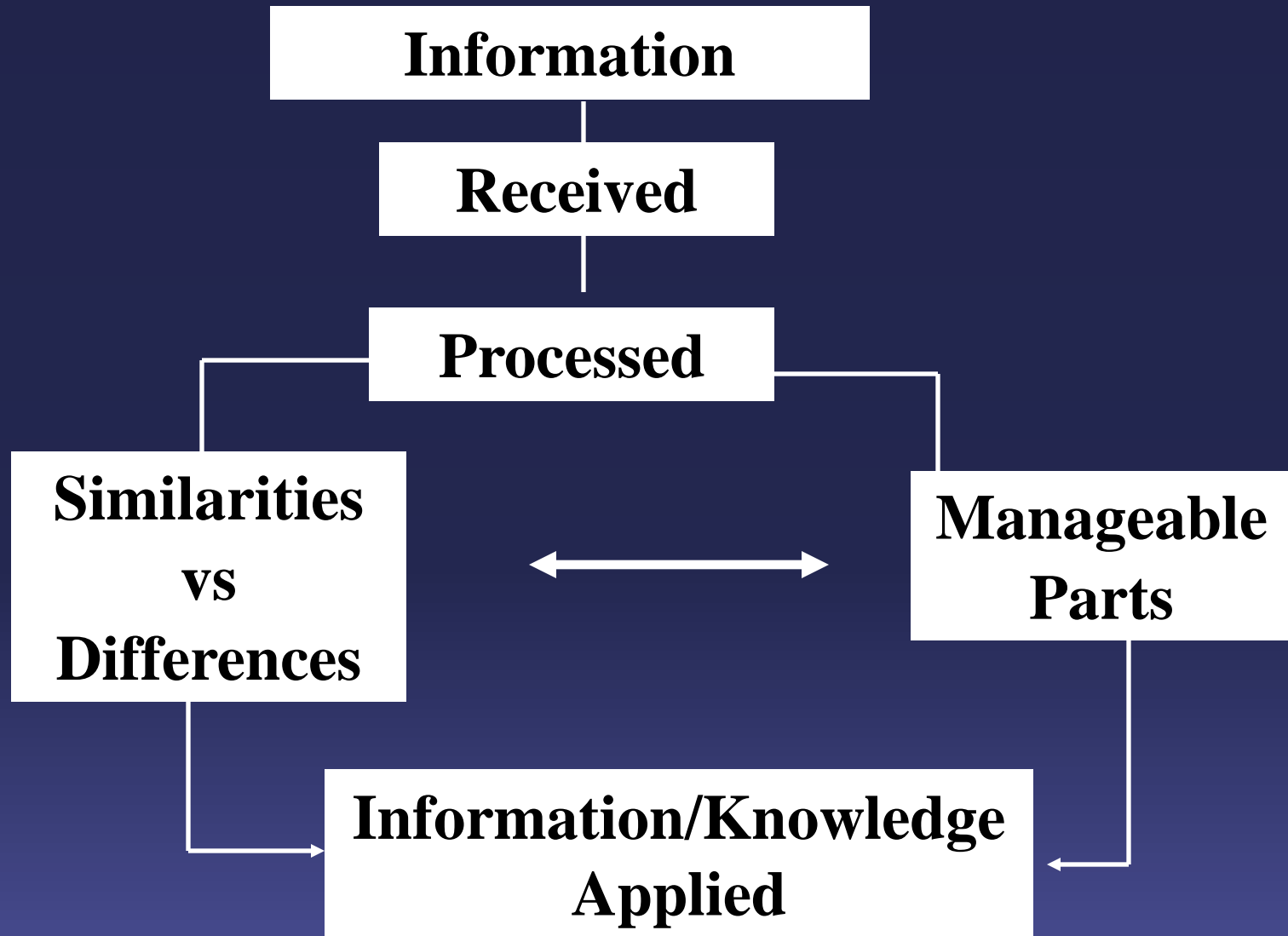
**Only 30% of the
students are listening
at any given time
during the lecture**

**The other 70% are
either taking a mental
nap, thinking about
the past or planning
the future**



The Learning Process

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Three Learning Domains²⁵

- Cognitive
- Affective
- Psychomotor

Cognitive Levels

(from least to most complex)

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- **Knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**

Affective Levels

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(from least to most complex)

- **Receiving**
- **Responding**
- **Valuing**
- **Organization**
- **Characterization**

Psychomotor levels

(from least to most complex)

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- **Imitation**
- **Manipulation**
- **Precision**
- **Articulation**
- **Naturalization**

TRAINING TECHNIQUES

The background of the slide is composed of large, overlapping geometric shapes. A bright blue triangle is located in the bottom-left corner. The rest of the slide is filled with a light grey-blue color, which is also shaped by the boundaries of the other geometric forms, creating a modern, minimalist aesthetic.

10 Methods of Delivery³⁰

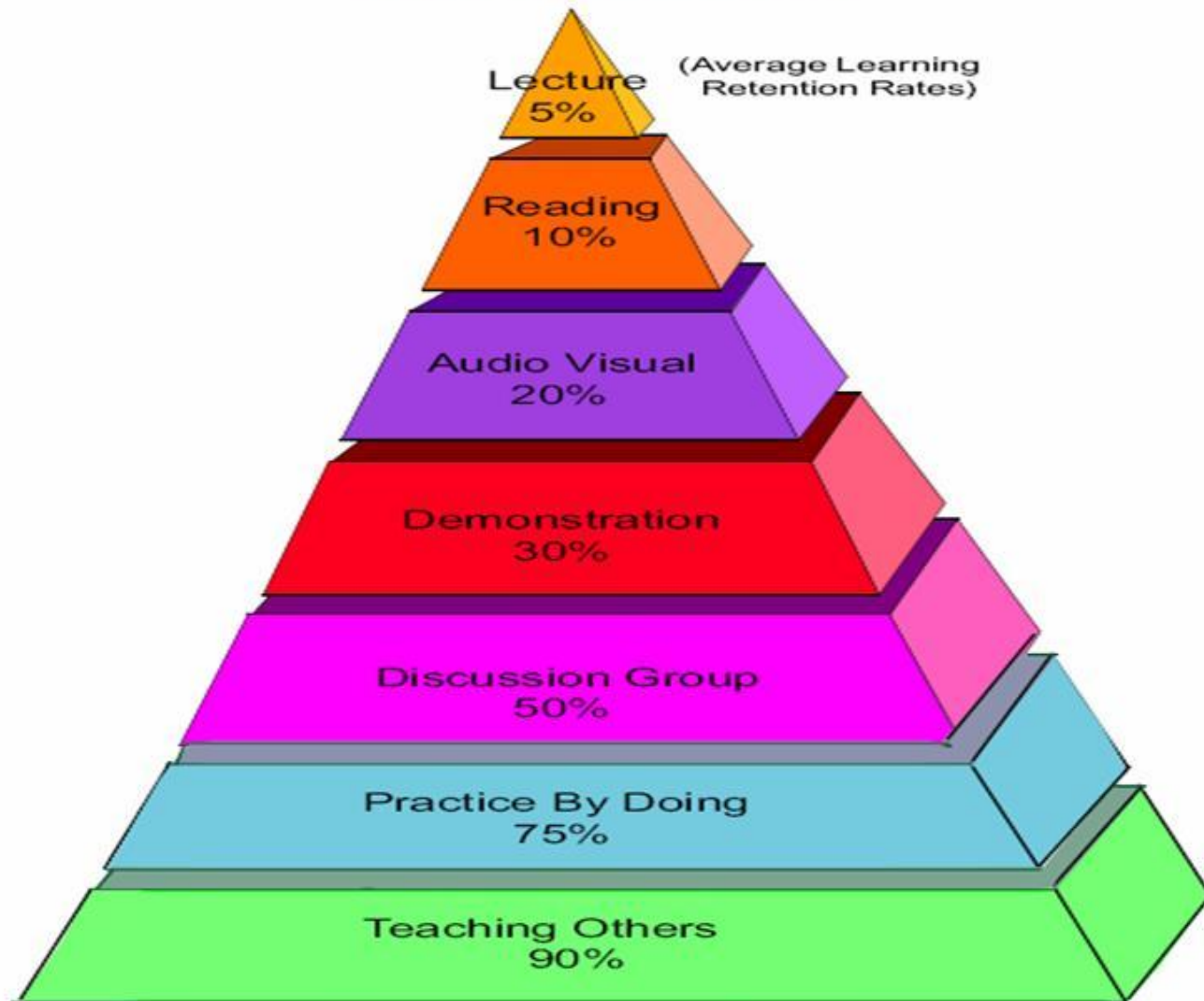
- Lecture
- Structured discussion
- Panel discussion
- Reading
- Case studies
- Role playing
- Skill application
- Simulation
- Games
- Call to action
(issuing a challenge)



Teaching/Learning Factors (retention rate)

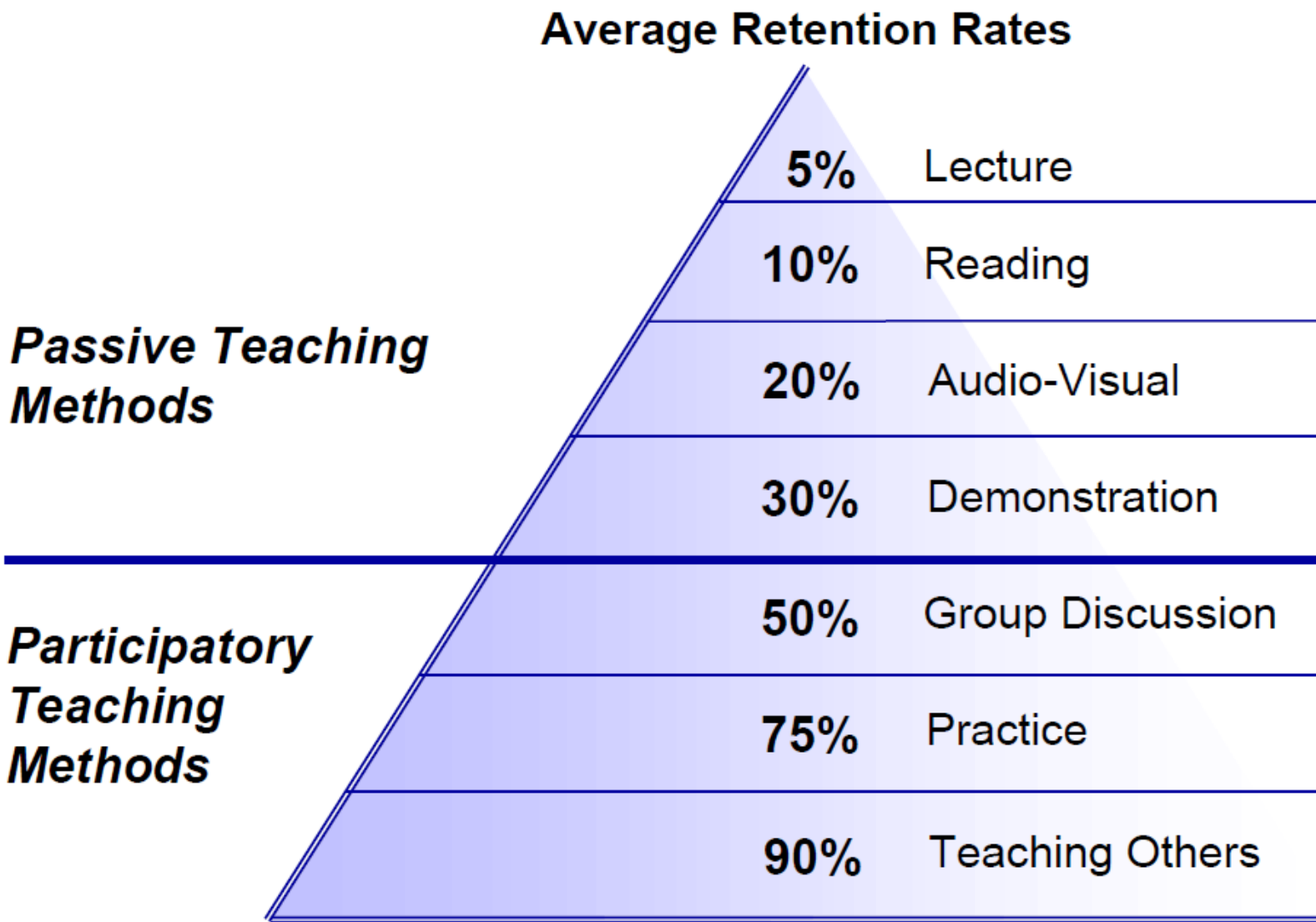
•Lecture	10%
•Reading	20%
•Audiovisual	30%
•Discussion	50%
•Practice by Doing	80%
•Immediate use of Learning	90%

Learning Pyramid



(National Training Laboratories, Bethel, Maine)

The Learning Pyramid*



*Adapted from National Training Laboratories. Bethel, Maine

Phases of a Presentation

Phases of a Presentation³⁶

- **The Opening**
- **The Body**
- **The Close**

We begin where the audience
is and close the presentation
where we want them to **be**!

The Opening

- **Attention grabbing material**
- **Addresses “What’s in it for me”**
- **Intended to change behavior**
- **Objectives (preview major points)**

The Body

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Present the detail of each major point which supports your central thought

The Close

40

- Should provide information that is:
 - Supportive
 - Useful
 - Believable
 - Logical
 - Passionate
- Should be your **strongest material!**

The Close

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*“Great is the art of beginning,
but greater is the art of ending.”*

Henry Wadsworth Longfellow

Most Common Mistakes

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- **Weak opening**
- **Poor first impression**
- **No objectives**
- **Dull, dry & boring**
- **Frozen in one spot**
- **Weak eye contact**
- **Poor facial expression**

Most Common Mistakes⁴³

- No humor
- Poor preparation
- No audience involvement
- No enthusiasm
- Poor visual aids
- Weak close

Visual Aids

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**Improve
learning**

200%



Source: Studies at Harvard & Columbia

Visual Aids

Improve Retention

38%



Source: Studies at Harvard & Columbia

The Environment



The “Room”

- **Light switches**
- **Window shades**
- **Temperature controls**
- **Audio visual tools**

Learning Climate

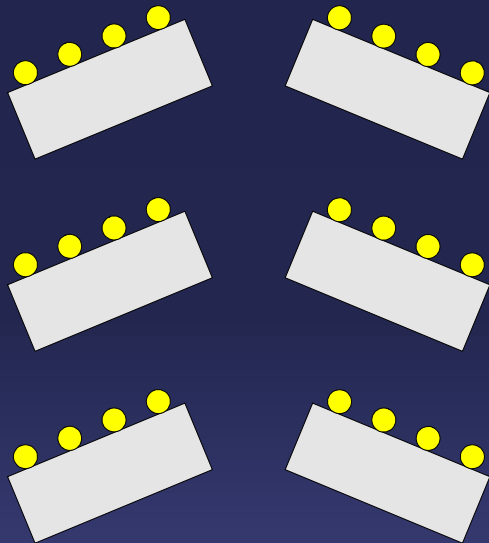
A positive learning climate

- Non-threatening**
- Trainees comfort**
- Fosters respect**
- Group involvement**
- Positive reinforcement**
- Caring**

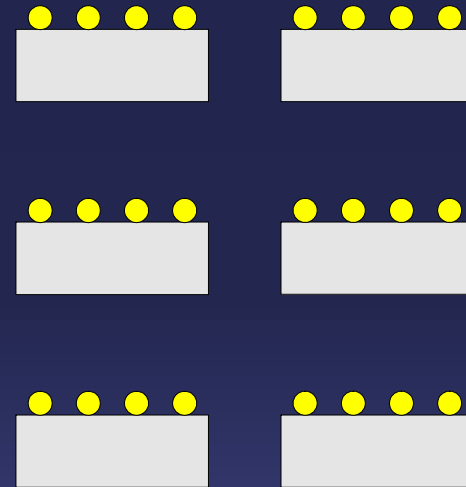
Seating Arrangements

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Good

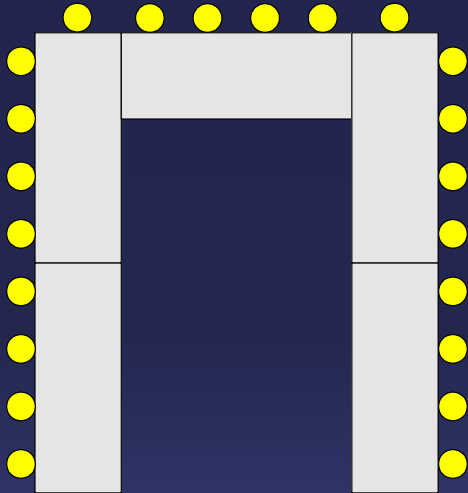


Poor

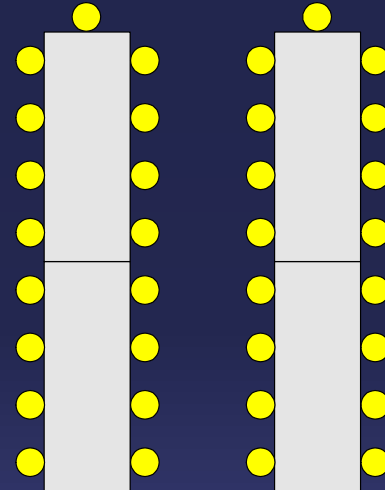


Seating Arrangements

Good



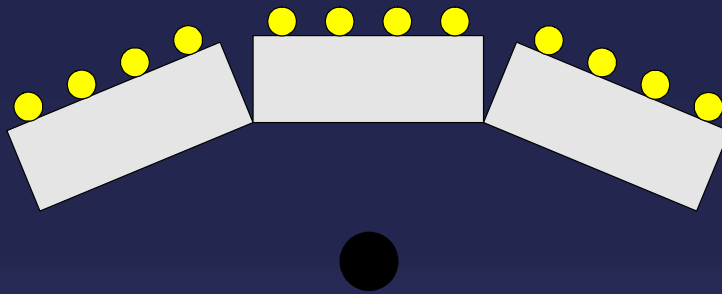
Poor



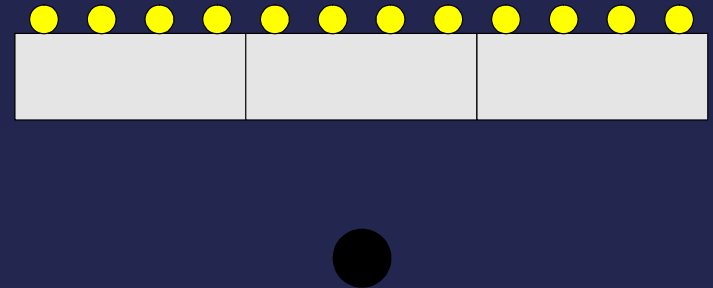
Seating Arrangements

51

Good



Poor



Keys to an Effective Presentation

- Prepare,
- Use visual aids
- Stand, don't sit, unless ...

PRESENTATION SKILLS

- **Establishing Style**
- **Establishing Climate**
- **Listening**
- **Presenting Material**
- **Encouraging Involvement**

Listening

- **Selectively**
- **Responsively**
- **Empathetically**

Be Prepared

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- **Get there early**
- **Have student materials laid out**
- **Check the environment**

Presenting Material

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- **Make sure they understand**
- **Don't play "expert"**
- **Illustrate**
- **Build in visual, verbal and vocal variety**

Be Prepared

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- **Check all audio/visual equipment**
- **Have spare bulbs available**
- **Have a printout of your notes!**

Encouraging Involvement

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- Make sure *YOU* are involved
- Be accepting
- Allow disagreement

Discussion Questions

What are some of the *negative* and *positive* experiences you have previously had in your previous pregnancy?

Presentation Skills

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- **Recognizing Dysfunctional Behavior**
- **Confronting & Dealing with Dysfunctional Behavior**

Recognizing Dysfunctional Behavior

- Saboteur
- Sniper
- Assistant Trainer
- Denier
- Quiet
- Anxious
- Dominator
- Side Tracker
- Hand Clasper
- Polarizer
- Attention Seeker
- Clown

Dysfunctional Behavior

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- Draw attention to the behavior?
If so, How?
- Spell out the effect



**Show the students how to
apply the lesson in real life?**

Techniques

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- **The “Question”**
- **Workshops**
- **TIFO** (Things I’ll Find Out)

Asking Questions

- **Appropriate for the background and experience of the students**
- **Thought and opinion provoking**

Grade the Questions

- “I am glad you asked that question”

...which could mean, thanks for the introduction to the next subject

Workshops

- **Scenarios**
- **Group vs. Solo**
- **Written vs. Practical**

How to Fail

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1. **Appearing unprepared**
2. **Starting late**
3. **Handling questions improperly**
4. **Being unfamiliar with knowledgeable information**

How to Fail

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5. Using audio visuals unprofessionally
6. Being (or Seeming to be) off schedule
7. Not involving the students
8. Ending late

How to Fail

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9. Not quickly establishing a positive image
10. Not covering the objectives promised
11. Not scheduling enough breaks

How to Fail

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12. Not checking the environment

13. Not updating material

14. Not admitting mistakes

15. Using inappropriate humor

16. Using inappropriate language

How to Fail

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17. Coming on as an expert, a know-it-all

18. Using profanity, bad grammar, pronunciation and enunciation

Thank you very much for your
attention

